

AN ANALYSIS OF WORLD HISTORY TEXTBOOKS FOR
HIGH SCHOOLS TO DETERMINE MODERN
TRENDS

By

Albert E. Rinsch

Contributions of the Graduate School
Indiana State Teachers College
Number 251

Submitted in Partial Fulfillment of
the Requirements for the Master
of Science Degree in
Education

1936

INDIANA STATE
NORMAL LIBRARY

ACKNOWLEDGMENTS

The author wishes to express his appreciation to Professor E. E. Ramsey, chairman of the committee, Professor R. J. Reece and Dr. Odis G. Jamison, all of whom helped in the supervision of this study.

Albert E. Rinsch

TABLE OF CONTENT

	Page
LIST OF TABLES.....	v
I. INTRODUCTION.....	1
A. The Problem.....	1
B. Method of Securing Data.....	1
1. Selection of Material.....	1
2. Preliminary Treatment of Data.....	2
C. Review of Previous Studies.....	3
II. PRESENTATION AND TREATMENT OF DATA.....	4
A. A Study of the Proportion of Different Parts of the Book to the Book as a Whole.....	4
1. Materials.....	4
2. Analysis and Results.....	8
3. Conclusions.....	10
B. Study of Maps as to Color, Size and Number.....	12
1. Materials.....	12
2. Treatment of Data.....	12
3. Analysis and Results.....	12
4. Conclusions.....	15
C. Study of Maps as to Kind.....	16
1. Materials.....	16
2. Treatment of Data.....	16
3. Analysis and Results.....	16
4. Conclusions.....	20
D. A Study of the Illustrations in Eleven World History Textbooks as to Size, Color, and Number.....	22
1. Materials.....	22

2. Treatment of the Data.....	22
3. Analysis and Results.....	22
4. Conclusions.....	24
E. A Study of the Kinds of Illustrations in Eleven World History Textbooks.....	25
1. Materials.....	25
2. Treatment of Data.....	26
3. Analysis and Results.....	26
4. Conclusions.....	33
F. Classification of Subject-Matter in the Body of Eleven World History Textbooks for High Schools.....	35
1. Materials.....	35
2. Treatment of Data.....	35
3. Analysis and Results.....	42
4. Conclusions.....	46
III. SUMMARY AND CONCLUSIONS.....	53
A. Shortcomings and Further Work to be Done.....	53
B. Final Conclusions.....	54
IV. APPENDIX.....	56
A. List of Books.....	56
B. Bibliography.....	58

LIST OF TABLES

	Page
I Amount of Space Given to the Different Parts of Each of the Eleven World History Textbooks.....	5
II Maps in Eleven World History Textbooks Classified According to Size, Color and Number.....	13
III Maps in Eleven World History Textbooks Classified According to Kind.....	17
IV Illustrations in Eleven World History Textbooks Classified According to Size, Color and Number.....	21
V Illustrations in Eleven World History Textbooks Classified According to Kind.....	27
VI Classification of Subject-Matter in the Body of Eleven World History Textbooks for High Schools.....	36
VII Summarization of Results Found in Previous Tables....	51
VIII Summary of Percentage of Various Phases of Printed Material to Total Number of Pages in Books.....	52

I. INTRODUCTION

A. The Problem

Modern educators and history teachers are stressing the importance of teaching history from a different angle. They advocate stressing peace and internationalism rather than war and conquest; they believe that history is the sum total of a great many factors that influence the life of a people. It is the common belief of most history teachers that society, government, education, culture, industry, commerce, transportation, arts, sciences, literature and many other factors should have greater emphasis in history textbooks.

It is the author's purpose in this study to analyze eleven world history textbooks as to the teaching aids, maps, illustrations and subject matter, to determine modern trends and to see what progress, if any, has been made toward placing emphasis on these factors.

B. Method of Securing Data

1. Selection of Material. In order to solve this problem eleven world history textbooks used in high schools were selected. These books were published between the dates of 1874 and 1933. Publications between these dates were selected because they include the older type, those in the transitional period, and those published recently.

The criteria for the selection of these eleven books were as follows: First, each book had to be a one volume work; second, each book covered the entire field of world history; and third, only books that were widely used were selected.

2. Preliminary Treatment of Data. These eleven books were divided into three groups according to the dates of their publication. The first group included four books published between the dates 1874 to 1900, and these composed the older books. The second group included three books published between dates of 1917 to 1923. Only three books were selected for this group because they were the only ones published which met the author's criteria for selection and were truly representative of the transitional period. The third group, including four books, represents those books which we designate as "new", volumes published since 1927.

The various numbers of pages for each of the different parts of the eleven books were counted and tabulated in Table I.

The maps in each of the eleven history textbooks were counted. They were then arranged in Table II to indicate size, color and number and in Table III to indicate kind.

The illustrations were also counted and arranged in Table IV to indicate size, color, and number, and in Table V to indicate kinds.

Finally, the major portion of the study, the pages of subject-matter were counted and placed under some fourteen different headings listed in Table VI.

C. Review of Previous Studies

The writer made a thorough search to find results of other investigators who made similar studies but was unable to find any exactly like this study.

M. S. Dudley¹, from data based on an analysis of twenty-six junior high school textbooks in American history, scored each book and prepared a list to be used in schools on the basis of their total rank. This study was made in the field of American history.

No work has been done in the field of analyzing world history textbooks.

¹ M. S. Dudley, An Evaluation of Junior High School American History Textbooks and the Preparation of a List of Textbooks to be Used in This Line. Contribution to the Graduate School, Indiana State Teachers College. Number 106.

II. PRESENTATION AND TREATMENT OF DATA

A. A Study of the Proportion of Different Parts of the Book to the Book as a Whole.

1. Materials. The number of pages of the different parts of each of the eleven books together with the percentage of each part is listed in Table I.

The first group is composed of five divisions. These divisions are preface and foreword, table of contents, tables of illustrations and maps, appendix, and index. These are found in the front or the back of the book, separated from the body of the book and naturally belong to the same large class.

The second group is designated as teaching aids. Under this heading is listed (1) chronology, (2) references and bibliography, (3) questions, suggested topics for review and special study, (4) pronouncing vocabularies and summaries. These are usually found at the close of the chapters, however, in a few cases especially in the older books, they may be found in the front or the back of the book. These teaching aids are designed for the teacher and pupils to help in a more thorough treatment of the subject matter.

The third group includes all maps, large or small, found in each of the eleven books analyzed. These maps were measured. The author then found how many pages of the text that these maps covered.

The fourth group includes all illustrations colored or half tones found in the selected list of books. The illustrations

TABLE I-A

AMOUNT OF SPACE GIVEN TO THE DIFFERENT PARTS OF
EACH OF THE ELEVEN WORLD HISTORY
TEXTBOOKS

	Preface and Foreword	Table of Contents	Titles of Maps and Illust'ns	Appen- dices	Index	Total Pages	Per- cent- age
GROUP I							
*1	3	4	14	16	46	83	12.9
2	2	5	1	0	27	35	4.5
3	2	2	6	1	8	19	3.1
4	3	5	1	0	10	19	3.8
Totals	10	16	22	17	91	156	6.2
GROUP II							
5	2	4	0	24	6	36	4.6
6	2	8	11	7	21	49	6.1
7	2	4	7	5	23	41	5.2
Totals	6	16	18	36	50	126	5.3
GROUP III							
8	4	6	0	0	26	36	4.1
9	2	9	2	0	12	25	2.6
10	2	4	2	8	24	40	5.0
11	3	6	12	0	19	40	4.7
Totals	11	25	16	8	81	141	4.1

*For names of textbooks corresponding to these numbers, see Appendix A.

TABLE I-B
AMOUNT OF SPACE GIVEN TO THE DIFFERENT PARTS OF
EACH OF THE ELEVEN WORLD HISTORY
TEXTBOOKS

	Teaching Aids				Total Pages	Per- cent- age
	Chron- ology	References and Biblio- graphy	Questions Review and Suggestions	Summaries		
GROUP I						
*1	0	0	20	15	35	5.4
2	3	0	0	0	3	0.4
3	6	4	23	8	41	6.8
4	7	0	0	18	25	5.0
Totals	16	4	43	41	104	4.1
GROUP II						
5	0	10	45	0	55	7.1
6	0	0	34	0	34	4.2
7	0	10	4	0	14	1.8
Totals	0	20	83	0	103	4.3
GROUP III						
8	0	10	54	8	72	8.2
9	0	33	67	10	110	11.4
10	8	8	69	0	85	10.6
11	0	11	62	0	73	8.6
Totals	8	62	252	18	340	9.7

*For names of textbooks corresponding to these numbers, see Appendix A.

TABLE I-C

AMOUNT OF SPACE GIVEN TO THE DIFFERENT PARTS OF
EACH OF THE ELEVEN WORLD HISTORY
TEXTBOOKS

	Maps		Illustrations		Print Material in Body of Book		Total Page in Entire Book
	Pages	Percent- age	Pages	Percent- age	Pages	Percent- age	
GROUP I							
*1	16	2.5	36	5.6	475	73.6	645
2	30	3.8	60	7.8	659	83.7	787
3	32	5.3	108	17.8	406	67.0	606
4	18	3.6	24	4.8	415	82.8	501
Totals	96	3.8	228	9.0	1955	77.0	2359
GROUP II							
5	40	5.2	135	17.4	509	65.7	775
6	70	8.6	149	18.4	508	62.7	810
7	51	6.4	78	9.8	610	76.8	794
Totals	161	6.8	362	15.2	1627	68.4	2379
GROUP III							
8	49	5.6	178	20.2	546	62.0	881
9	63	6.5	210	21.8	555	57.6	963
10	45	5.6	73	9.1	560	69.7	803
11	50	5.9	222	26.1	466	54.8	851
Totals	207	5.9	683	19.3	2127	61.0	3498

*For names of textbooks corresponding to these numbers, see Appendix A.

were measured and the measurements reduced to pages of the textbook.

The last group, printed material in the body of the book, includes only printed type or words of subject matter in the body of the book. The space taken up by maps, diagrams, illustrations, or spaces left blank was not counted. The total pages of printed subject-matter will, therefore, not necessarily correspond with the total enumerated pages of content material because maps, illustrations, and blank spaces must be deducted from the total enumerated pages of subject-matter.

2. Analysis and Results. The proportion of space given to the preface, foreword, index, etc., varied from 2.6 per cent to 12.9 per cent. The average for Group I was 6.2 per cent, for Group II was 5.3 per cent and for Group III was 4.1 per cent. Book 1 contained an^{un}usually large amount of this material. Practically all of the eleven books contained some pages of material which belonged to the five divisions under preface, foreword, index, etc. Recent writers devoted a smaller percentage of the book to preface, foreword, index, etc., than did earlier writers.

The proportion of space given to teaching aids varied from .4 of 1 per cent for book 2 to 11.4 per cent for book 9. The average for Group I is 4.1 per cent, for Group II, 4.3 per cent and for Group III 9.7 per cent. No book in Group II, only one in Group III, and all except one in Group I contained a chronology. References and bibliographies were very few in books

belonging to Group I. Books in Group II contained no pronouncing vocabularies or summaries.

The number of pages of maps in the eleven history textbooks varies from sixteen pages for book 1 to seventy pages for book 6. The average percentage of pages of the whole book devoted to maps for Group I was 3.8 per cent, for Group II, 6.8 per cent, and for Group III, 5.9 per cent.

The total pages of illustrations varied from twenty-four for book 4 to 210 for book 9. The percentage of pages of illustrations to the total pages of the book was 9.0 per cent for Group I, 15.2 per cent for Group II, and 19.3 per cent for Group III. Group III contained far greater percentage of illustrations than Groups I or II.

The printed pages in the body of the book varied from 406 for book 3 to 659 for book 2. The proportion of space given to printed material was 77 per cent for Group I, 68.4 per cent for Group II and 61 per cent for Group III. The range was anywhere from 54.8 per cent for book number 11 to 83.7 per cent for book 2.

The total number of pages in the eleven textbooks varied from 501 for book 4 to 963 for book 9. Usually books belonging to the same group contained about the same number of total pages. The average number of pages contained per book for Group I was 635, for Group II 793, and for Group III 875. The increase in the average number of pages in books in Group II and III over the average number of pages in books in Group I was 158 and 240, respectively. The total pages in books

recently published was greater than the older textbooks.

2.. Conclusions. The older publications contain the greater number of pages of preface, foreword, index, etc., the publications in the transitional period are less and those of the later authors are still less. Lists of maps, illustrations and appendices are omitted in the newer books. Newer books are better arranged than the older ones.

The gradual increase of teaching aids can be seen by a glance at Table I. Authors of older books paid little attention to methods of teaching and dwelt mainly on the imparting of subject matter. The authors of recent textbooks in world history have included valuable teaching aids. Nearly all recent textbooks contain questions at the end of chapters, suggested topics for special reports, topics for review, and rather extensive references and bibliographies. However, chronologies were omitted in all except one book in Groups II and III.

The books belonging to the transitional period contain nearly twice as many pages of maps as do those belonging to the older group. Although the new publications do not contain quite as many pages of maps as do those of the transitional period, the tendency seems to be to place greater emphasis on maps in history teaching. This will be discussed further in Chapter II of this thesis.

The total number of pages of illustrations in the books analyzed have increased greatly in the recent books. Compari-

sons as to number, size and kind will be made in detail in Parts D and E of this study.

The total number of pages of printed subject matter exclusive of maps and illustrations has remained about constant regardless of date of publication or increase in the total number of pages, the number of pages of printed material in the body of the book showing scarcely any increase. The increase of total number of pages is due to an increase in teaching aids, maps, and illustrations. The inference is that writers of recent history textbooks recognized the value of teaching aids, maps and illustrations, and therefore, have included these to a greater extent than formerly in their books.

B. Study of Maps as to Color, Size and Number.

1. Materials. List of eleven textbooks from which materials were gathered are given in appendix A.

The findings as to color, size and number are found in Table II.

2. Treatment of Data. All maps in each of the eleven history textbooks were measured by the writer. They were grouped into two classes, (1) less than one-half page, and (2) one-half to full page or more, according to their size regardless of shape. They were classified into two classes, colored maps and black-and-white maps. This basis of classification is important as the author believes that colored maps are more beneficial to students than black and white.

3. Analysis and Results. Each of the eleven textbooks contained colored maps. The colored maps varied in number from seven to thirty-eight. Sixty-one per cent of Group II were colored. The total of all colored maps for the eleven textbooks was 239, or an average of 20.2 per textbook.

Black-and-white maps were found in all of the eleven books. The number of this kind of maps ranged from three to fifty-five. In Group I, thirty-nine per cent were black-and-white as compared with forty-six and four-tenths per cent and sixty-nine and nine-tenths per cent in Group II and Group III respectively. The total of all black and white maps was

TABLE II

MAPS IN ELEVEN WORLD HISTORY TEXTBOOKS CLASSI-
FIED ACCORDING TO SIZE, COLOR AND
NUMBER

	Col- ored	Black and white	$\frac{1}{2}$ to full Page or more	Less than $\frac{1}{2}$ Page	Total Pages of maps	Total number of maps	Percentage of maps to Total Num- ber of Pages in Book
GROUP I							
1*	7	17	8	16	16	24	2.5
2	25	5	30	0	30	30	3.8
3	36	3	24	15	32	39	5.3
4	4	21	14	11	18	25	3.6
Total	72	46	76	42	96	118	3.8
Percentage	61	39	64.4	35.6			
GROUP II							
5	22	24	34	12	40	46	5.2
6	38	46	57	27	70	84	8.6
7	38	15	48	5	51	53	6.4
Total	98	85	139	44	161	183	6.8
Percentage	53.6	46.4	76	24			
GROUP III							
8	7	55	35	27	49	62	5.6
9	28	38	60	6	63	66	6.5
10	26	20	44	2	45	46	5.6
11	8	47	44	11	50	55	5.9
Total	69	160	183	46	207	229	5.9
Percentage	30.1	69.9	79.9	20.1			

* For names of textbooks corresponding to these numbers
see Appendix A.

291. This is an average of 26.5 per textbook.

The number of maps one-half page or larger, varied from eight to sixty. Sixty-four and four-tenths per cent in Group I, 76 per cent in Group II and 79.9 per cent in Group III were one-half page to one page or more. Of the total number of 530 maps, 398 or 75.1 per cent, were larger than one-half page. The average number of maps greater than one-half page was 36.2 per book.

Only one book of the eleven contained no maps less than one-half page. The greatest number of maps of less than one-half page in any textbook was twenty-seven. Thirty-five and six-tenths per cent in Group I, 24 per cent in Group II and 20.1 per cent in Group III were less than one-half page. The average number per book of less than one-half page was twelve.

Book 3 in Group I contains about 60 per cent more maps than book 1 of the same group. The difference between book 5 and book 6 in Group II is about 80 per cent, while the difference between book 9 and book 10 in Group III is about 40 per cent.

The sum total of all maps in these eleven books was 530. It is interesting to note that the book by Hutton Webster² contained the greatest number of maps. It contained eighty-four, which was far above the average of forty-eight and two-tenths.

²
Hutton Webster, Early European History. New York: D. C. Heath & Co., 1917.

The lowest number of maps was contained in the book by Colby³ in Group I, the number being only twenty-four.

4. Conclusions. The proportion of colored maps to black-and-white maps in Group I was twice as great as in Group III. This shows that modern textbook writers are using fewer colored maps and more black-and-white maps than earlier writers used.

The later authors are increasing greatly the number of maps in their books. The number in recent textbooks is twice as great as the earlier ones. The proportion in regard to size between the three groups does not vary greatly.

There is considerable variation in the number of maps contained in books belonging to the same group. This study of the older textbooks writers, those of the transitional group and the recent writers reveals that there is no general agreement among writers on the number of maps to be used in world history textbooks.

As for variation in the number of maps in books of the same group, book 1 and book 2 in Group I have a difference of about 60 per cent. Group II, book 5 and book 6, the difference is about 80 per cent. In Group III, book 2 and book 3, the difference is about 40 per cent.

³Frank M. Colby, Outlines of General History. New York: American Book Co., 1900.

C. Study of Maps as to Kind

1. Materials. The list of eleven textbooks from which materials are gathered is given in Appendix A.

The findings as to kind are found in Table III-A and B.

2. Treatment of Data. The maps in the eleven history textbooks were classified by the authors into ten divisions as follows: (1) Political, (2) Physical Geography or Relief, (3) Racial, (4) Religious, (5) Economic, (6) Commercial, (7) Social, (8) War and Conquest, (9) Discovery and Exploration, and (10) Expansion and Colonization. The writer felt that this basis of classification was very important in determining the nature of maps used in the textbooks selected.

3. Analysis and Results. All of the books analyzed contained a large percentage of political maps. The number varied from ten to thirty-six. The average per cent of political maps found in Group I was 54.7 per cent, in Group II 48.3 per cent, and in Group III 49.8 per cent.

Physical or relief maps were not found in all of the textbooks. The average percentage for Group I was 3.4 per cent, for Group II 10.5 per cent and for Group III 3.9 per cent.

All textbooks contained racial maps. The average per cent for Group I was 4.3 per cent, for Group II 6.6 per cent, and for Group III 6.1 per cent.

All books did not contain religious and economic maps. The average per cent for Group II was 4.9 per cent, while that of Group III was 3.1 per cent. The table shows Group I and

TABLE III-A

MAPS IN ELEVEN WORLD HISTORY TEXTBOOKS CLASSIFIED
ACCORDING TO KIND

	Polit- ical	Physical Geography & Relief	Racial	Relig- ious	Eco- nomic	Commer- cial	Social
GROUP I							
*1	11	1	1	0	0	1	0
2	19	1	1	0	0	0	0
3	24	2	1	0	0	0	1
4	10	0	2	0	0	0	0
Totals	64	4	5	0	0	1	1
Percentage	54.7	3.4	4.3	0	0	0.9	0.9
GROUP II							
5	20	1	2	2	0	0	0
6	32	18	5	5	0	4	1
7	36	0	5	2	0	0	0
Total	88	19	12	9	0	4	1
Percentage	48.3	10.5	6.6	4.9	0	2.2	0.6
GROUP III							
8	22	7	2	2	0	1	3
9	33	2	4	2	0	5	0
10	26	0	2	0	3	0	0
11	34	0	6	3	1	7	0
Total	115	9	14	7	4	13	3
Percentage	49.8	3.9	6.1	3.1	1.8	5.7	1.8

*For names of textbooks corresponding to these numbers,
see Appendix A.

TABLE III-B

MAPS IN ELEVEN WORLD HISTORY TEXTBOOKS CLASSIFIED
ACCORDING TO KIND

	War and Conquest	Discovery and Exploration	Expansion and Colonization	Total Number of Maps
GROUP I				
*1	7	0	3	24
2	6	0	3	30
3	10	1	0	39
4	8	1	3	24
Total	31	2	9	118
Percentage	26.4	1.7	7.7	100
GROUP II				
5	21	0	0	46
6	10	0	0	83
7	9	0	9	53
Total	40	0	9	182
Percentage	21.9	0	4.9	100
GROUP III				
8	22	1	2	62
9	20	0	0	66
10	8	2	5	46
11	1	2	0	55
Total	51	5	7	229
Percentage	22.2	2.2	3.1	100

*For names of textbooks corresponding to these numbers--
see Appendix A.

Group II containing no economic maps, while the total for Group III is only four. The percentage of maps that were economic for Group III was 1.8 per cent.

Group I contained only one commercial map, while Group II contained a total of four and Group III a total of thirteen. The percentage of maps in Group I that were commercial were 0.9 per cent, in Group II, 2.2 per cent and Group III, 5.7 per cent.

Social maps were rather scarce. Only one was found in textbooks belonging to Group I and II while four were found in textbooks belonging to Group III. The percentage of social maps for Group II was 0.6 per cent and for Group III was 1.8 per cent.

A large number of maps dealing with war and conquest were found in the textbooks. The number for the different books varied from one to twenty-two. The average per cent for Group I, II, and III were 26.4 per cent, 21.9 per cent and 22.2 per cent respectively.

No maps dealing with discovery and exploration were found in any of the textbooks belonging to the second group. Group I had a total of two and Group III had a total of five. The average percentage of maps dealing with discovery and exploration for Group I was 1.7 per cent and for Group III was 2.2 per cent.

The number of maps dealing with expansion and colonization in the textbooks varied from zero to nine. The greatest

number was found in the book by Webster⁴. The average percentage for Group I was 7.7 per cent, for Group II was 4.9 per cent and for Group III was 3.1 per cent. The total number for all books in Group I was 9, for Group II was nine and for Group III was seven.

4. Conclusions. The analysis and results of Table III-A and B prove that the percentage of maps in recent books dealing with the political and war and conquest phases of world history have decreased, while those maps emphasizing racial, religious, economics and commercial aspects are increased greatly.

Physical maps showing geographical conditions included in all three groups are most numerous in Group III. Recent textbooks, although their percentage of relief maps is greater than the older publications, should include more maps of this nature. Modern history teachers are agreed that history and geography should be correlated as each has a direct bearing on the other. It is the author's viewpoint, therefore, that more physical or relief maps should be used in modern textbooks.

The recent textbooks still include too many maps of wars and military campaigns and not enough racial, economic, commercial, and social maps. Authors of world history textbooks should be more careful in the selection of the kind of maps included in their textbooks. They should include within the pages of their books more economic, social, and commercial maps.

⁴Hutton Webster, Early European History. New York: D. C. Heath & Co., 1917.

TABLE IV

ILLUSTRATIONS IN ELEVEN WORLD HISTORY TEXTBOOKS
CLASSIFIED ACCORDING TO SIZE, COLOR
AND NUMBER

	Col- ored	Black and White	Page	One- half Page	One- fourth Page	Total Number of illus- trations	Total Pages or Illus- trations
GROUP I							
1*	0	117	1	23	93	117	36
2	0	133	11	63	59	133	60
3	0	237	36	88	113	237	108
4	0	68	4	17	47	68	24
Total	0	555	52	191	312	555	228
Percentage	0	100	9.3	34.4	56.2	100	
GROUP II							
5	7	202	81	88	40	209	135
6	1	320	47	135	139	321	149
7	0	183	19	73	91	183	78
Total	8	705	147	296	270	713	362
Percentage	1.2	98.8	20.6	41.5	37.9	100	
GROUP III							
8	0	413	45	164	204	413	178
9	0	375	98	169	108	375	219
10	0	198	8	71	119	198	73
11	6	378	97	211	76	384	222
Total	6	1264	248	615	497	1370	683
Percentage	0.5	99.5	19.5	48.4	32.1	100	

*For names of textbooks corresponding to these numbers
see Appendix A.

The proportion of the number of maps illustrating a certain phase of history should be in proportion to the printed text matter emphasizing that phase.

D. A Study of the Illustrations in Eleven World
History Textbooks as to Size,
Color, and Number.

1. Materials. The materials for this study are found in eleven world history textbooks listed in Appendix A.

The results of the study of the illustrations in these eleven textbooks are listed in Table IV-A, B, and C.

2. Treatment of the Data. All illustrations in each of the eleven world history textbooks selected were counted and measured. These illustrations were classified according to color, in two classes, namely, colored illustrations, and half-tones or black-and-white illustrations. The illustrations were also grouped according to size in three classes. One page illustrations were those which covered one page or more of the textbook. The second group included illustrations which covered one-half page and less than a full page textbook. The third group were those which covered less than one-half page averaging about one-fourth page.

3. Analysis and Results. Only three of the eleven textbooks contained colored prints. The greatest number of colored illustrations contained in these three books was seven and the smallest number was one. Group 1 contained no colored illus-

trations. Group II contained a total of eight and Group III had only six. The percentage of the total illustrations that were colored was zero for Group I, 2.2 per cent for Group II, and 0.5 per cent for Group III.

The number of half-tone illustrations varied from 413 to sixty-eight. Pahlow's⁵ book contained more than any book and Swinton's book contained the least. The percentage of half-tone illustrations was 100 per cent for Group I, 98.8 per cent for Group II and 99.5 per cent for Group III.

All books contained illustrations of one page in size. The greatest number of one-page illustrations contained by any book was 135. Group III contained by far the larger number of one-page illustrations. The average percentage of the total illustrations that were one-page or over was 9.3 per cent for Group I, 20.6 per cent for Group II and 19.5 per cent for Group III.

The number of half-page illustrations varied from 211 to seventeen. There was a marked difference in the number of half-page illustrations in books belonging to the same group. The percentage of illustrations that were half-page or over was 34.4 per cent for Group I, 41.5 per cent for Group II, and 48.4 per cent for Group III.

The illustrations of less than half-page were most numerous in the older group. The number varied from 204 to 47.

⁵ Edwin W. Pahlow. Man's Great Adventure. Boston: Ginn & Company, 1932.

The average percentage of illustrations that were less than half-page in size for Group I was 56.2 per cent, for Group II 37.9 per cent, and for Group III 32.1 per cent.

The books in Group III contained the highest average number of illustrations as well as the greatest total number of pages of illustrations.

4. Conclusions. Colored illustrations were entirely lacking in the older textbooks and textbooks in the second and third groups contained only a few. Textbooks in history should contain more colored prints in order to make them more attractive. They also have a value in appealing to the interest of the pupil.

Textbooks in the transitional and recent groups contained a greater percentage of full-page illustrations. The results indicate that illustrations in textbooks in Group II and III are better as full-page illustrations are usually clearer than smaller illustrations.

The number of half-page illustrations have been increased in textbooks classified in Group II and III, and less than half-page illustrations have been decreased in these groups. Although the number of illustrations less than one-half page and sometimes even less than one-fourth page decreased in the more recent textbooks, there are still too many of these used. If they are too small to be clear, they are a waste of space. Writers of textbooks can make still greater progress through the use of larger illustrations.

The author of this study agrees that larger illustrations and an increased number of illustrations would increase the cost of the book. State boards of education are often reluctant in adopting books that are higher in price. Nevertheless, this situation will gradually be overcome as books in other subjects containing a larger amount of illustrative materials are being adopted.

"One striking line of demarcation between text of today and those of a few years ago is the great use of illustrations. The wise use of the stereopticon and motiograph in the schools is responsible for the increased attention given illustrations".⁶

Good teachers appreciate the value of illustrations to arouse interest. Illustrations are also able to present striking characteristics that are not easily depicted by text material.

E. A Study of the Kinds of Illustrations in Eleven World History Textbooks.

1. Materials. The materials for this chapter are found in the eleven world history textbooks for high schools listed in Appendix A.

The results of the study of the kinds of illustrations in these eleven world history textbooks are listed in Table

⁶C. R. Maxwell, The Selection of Textbooks. Boston: Houghton Mifflin Company, 1921. p. 68.

V-A, B, and C.

2. Treatment of Data. All illustrations in each of the eleven world history textbooks were grouped according to kind. The author made thirteen divisions or classifications. These are as follows: (1) Important Persons, (2) Physical Geography, (3) Industry and Economics, (4) Society, (5) Religion, (6) Cities, (7) Government (8) Building and Architecture, (9) War and Conquest, (10) Art, (11) Education and Culture, (12) Discovery and Exploration, and (13) Commerce and Transportation. The author in making this classification is trying to make this study in part one of judgment analysis.

3. Analysis and Results. All books selected contained a rather high percentage of illustrations of important personages. The greatest number found in any book was 96 and the smallest number was 15. The average percentage of the total illustrations that were of important persons was 32.5 per cent for Group I, 14.2 per cent for Group II, and 21.1 per cent for Group III. The lowest percentage was found in Group III.

Illustrations from the physical geography of areas studied were few. There were only a total of seven in the books in each Group I and II, while Group III contained a total of fourteen. The average percentage of geographic illustrations was 1.3 per cent for Group I, 1.1 per cent for Group II, and 1.0 per cent for Group III. There was little variation in average percentage of illustrations of physical geography.

TABLE V-A

ILLUSTRATIONS IN ELEVEN WORLD HISTORY
TEXTBOOKS CLASSIFIED ACCORDING TO KIND

	Important Persons	Physical Geography	Industry and Economics	Social	Religi- ous	Cities
GROUP I						
*1	49	0	2	4	5	2
2	48	1	3	8	4	0
3	61	6	11	39	12	4
4	24	0	3	3	3	0
Totals	182	7	19	54	24	6
Percentage	32.5	1.3	3.5	9.6	4.3	1.1
GROUP II						
5	22	3	13	11	5	5
6	41	2	13	18	24	8
7	40	2	12	16	9	7
Totals	103	7	38	45	38	20
Percentage	14.2	1.1	5.2	6.2	5.2	2.8
GROUP III						
8	96	2	24	24	19	4
9	92	5	25	28	4	3
10	79	0	12	9	3	1
11	15	7	42	24	23	4
Totals	282	14	103	85	49	12
Percentage	21.1	1.0	7.7	6.3	3.6	0.9

*For names of textbooks corresponding to these numbers,
see Appendix A.

TABLE V-B

ILLUSTRATIONS IN ELEVEN WORLD HISTORY TEXTBOOKS
CLASSIFIED ACCORDING TO KIND

	Govern- ment	Buildings and Architecture	War and Conquest	Art Culture	Education	Discovery Explora- tion
GROUP I						
*1	0	22	11	8	6	8
2	1	21	18	21	4	0
3	11	38	25	11	13	1
4	0	13	5	3	3	9
Totals	12	94	59	43	26	18
Percentage	2.3	16.8	15.7	6.7	4.6	3.2
GROUP II						
5	9	32	53	37	10	1
6	16	80	13	72	23	3
7	6	37	25	14	4	2
Totals	31	149	91	123	37	6
Percentage	4.2	20.4	12.5	16.9	5.1	4.9
GROUP III						
8	30	39	29	50	28	16
9	12	50	53	59	17	12
10	10	36	27	6	3	8
11	30	61	40	69	31	12
Totals	82	186	149	184	79	48
Percentage	6.9	13.9	11.1	13.7	5.9	3.6

*For names of textbooks corresponding to these numbers,
see Appendix A.

TABLE V-C
ILLUSTRATIONS IN ELEVEN WORLD HISTORY TEXTBOOKS
CLASSIFIED ACCORDING TO KIND

	Commerce and Transportation	Total Number
GROUP I		
*1	0	117
2	4	133
3	4	237
4	2	68
Total	14	555
Percentage	2.7	100
GROUP II		
5	8	209
6	8	321
7	9	183
Total	25	713
Percentage	3.4	100
8	12	413
9	15	375
10	4	198
11	26	384
Total	59	1370
Percentage	4.4	100

*For names of textbooks corresponding to these numbers, see Appendix A.

The total number of illustrations devoted to industry and economics for the selected textbooks varied from two to forty-two. By referring to Table V-A, it will be seen that the book containing the fewest was an old publication and the book containing the largest number was a very recent publication. The average percentage of illustrations dealing with industry and economics was 3.5 per cent for Group I, 5.2 per cent for Group II, and 7.7 per cent for Group III.

Illustrations listed under society pertained to the life and society of the people. The average percentage devoted to this classification was 9.6 per cent for Group I, 6.2 per cent for Group II and 6.3 per cent for Group III. The difference in number between the transitional period and the recent period was fifty-four to eighty-five. Although the percentage of illustrations that pertained to life and society of the people declined, the numbers increased with the transitional and newer publications. All in Group III save one had more than twenty-four, while only one in Groups I and II had more than eighteen.

The number of illustrations classified under religion varied from twenty-four to three, although the average percentage for each group varied little. The average for Group I was 4.3 per cent, for Group II, 5.2 per cent and for Group III 3.6 per cent. Textbooks in Group II contained the greatest percentage of illustrations under this classification.

Illustrations showing pictures of cities is a minor classification of little importance. The percentage of this

kind of illustrations was greatest for textbooks in Group II.

Illustrations referring to government may be classed as few although the percentage of increase for the recent textbooks is great. The average percentage for Group I is 2.3 per cent, for Group II is 4.2 per cent and for Group III is 6.9 per cent.

All of the selected textbooks in history contained a rather large number of pictures classified under building and architecture. The greatest number of this kind of pictures contained any book was eighty, while the smallest number contained in any book was thirteen. The percentage of pictures of building and architecture was greatest for Group II, being 20.4 per cent. The percentage for Group I and III was 16.8 per cent and 13.9 per cent respectively.

Pictures of war and conquest were rather numerous. The percentage decreased in textbooks in Group II and III. The average percentage of the total illustrations that were of war and conquest was 15.7 per cent, 12.5 per cent and 11.1 per cent for textbooks in Group I, II, and III respectively.

Illustrations classified under art varied from a total of seventy-two in Webster⁷ to only three in Swinton⁸. The average percentage for Group I, II, and III was 7.7 per cent, 16.9 per

⁷ Hutton Webster, Early European History. D. C. Heath & Co., 1917.

⁸ William Swinton, Outlines of World History. New York: American Book Company, 1874.

cent and 13.7 per cent respectively. A decided increase of pictures of art is found in textbooks belonging to the transitional and recent periods.

Illustrations classified under education and culture have increased some in the recent books. The number of these illustrations varied from thirty-one to three and the variation in books belonging to the same group was great. Two books in Group III contained the highest as well as the lowest number of this kind of illustration. The average percentage for Group I, II, and III was 4.6 per cent, 5.1 per cent and 5.9 per cent respectively.

The number of illustrations classified under discovery and exploration shows little increase or decrease for textbooks placed in Groups I, II and III. The average percentage for textbooks in Group I is 3.2 per cent, for Group II, 4.9 per cent and for Group III is 3.6 per cent. The greatest number were found in Pahlow's "Man's Great Adventure"⁹.

Illustrations classified under commerce and transportation averaged 2.7 per cent for textbooks in Group I, 3.4 per cent for those in Group II, and 4.4 per cent for those in Group III of the total number of illustrations. The variation in the number of this kind of illustrations was not great for books belonging to the same group.

⁹Edwin W. Pahlow, Man's Great Adventure. Boston: Ginn & Company, 1932.

4. Conclusions. This study proves that the greatest number and percentage of illustrations in all history textbooks, old or new, are illustrations of important personages. If one takes only illustrations into account, this study indicates that authors of world history textbooks place considerable emphasis on personages. Although the percentage of illustrations of important personages has decreased in the newer books, the number of this kind of illustration has increased. This, in part, is due to the appearance of such persons as Gladstone, Edison, and others.

The number of illustrations of Physical Geography was few. This kind of illustrative material should be increased. More stress should be placed by modern writers upon relief and geographic conditions showing such factors as climate and soil¹⁰.

The percentage of illustrations emphasizing industry and economics is twice as great for textbooks in Group III as compared with those in Group I. The modern trend seems to be an increased emphasis on illustrating industry and economics in world history textbooks. This may be partly due to the increase of manufacturing and also to the increase of inventions of labor-saving machinery. The author of this study thinks, however, that it is partly due to purposeful emphasis on this phase by authors of the books.

The results of this study reveal a decrease in percentage of illustrations dealing with social life of the people. The

¹⁰ Paul Klapper, The Teaching of History. New York: D. Appleton & Company, 1926. P. 48.

number of illustrations of this kind, however, increased in Group III. This situation is to be deplored as life, society and manners of people definitely influence their history. More illustrations of this kind should be placed in world history textbooks.

There is a slight decrease in the percentage of illustrations devoted to religion. The author of this study thinks, however, that recent textbooks contain enough illustrations dealing with religion.

The illustrations in the classification termed government have increased in both the transitional and new periods. There is an increased emphasis on political science, especially that form of government known as democracy. This is reflected in the illustrations as well as in the printed contents which will be discussed in Chapter VI of this study.

The percentage of illustrations classified under building and architecture ranked high for all three groups of history textbooks. The percentage increased during the transitional period although the newer publications showed a decrease over the older textbooks classified in Group I.

The percentage of illustrations classified under war and conquest was smaller for textbooks in Group II than in Group I and smaller in Group III than in Group II. This indicates a gradual decrease in the recently published textbooks. This is a very commendable feature as the emphasis is shifting towards what we like to hope are more important aspects of history than that of war and conquest.

Illustrations of art are much greater in number and percentage in Group II and Group III. The inference is that art and history seem to be correlated to a greater extent in the recent textbooks than in the old.

The newer textbooks contain a greater percentage of illustrations relating to education and culture. This emphasis is in harmony with modern educational trends which stress the importance of the cultural phases.

Illustrations of discovery and exploration, although showing an increase in Group II and III, have declined in the percentage to the total number of illustrations. The author is inclined to think, however, that this phase is not under-emphasized by the recent textbook writers.

The number in the last classification, commerce and transportation, increased in the textbooks in Groups II and III. The results of the analysis of illustrations relating to commerce and transportation reveal an increased emphasis on these phases by writers of recent history textbooks.

F. Classification of Subject-Matter in the Body of Eleven World History Textbooks for High Schools

1. Materials. The materials for this chapter are the printed contents found in the eleven selected world history textbooks for high school students. These data are compiled in Table VI-A, B, and C.

2. Treatment of Data. The writer divided this text

TABLE VI-A
CLASSIFICATION OF SUBJECT-MATTER IN THE BODY OF
ELEVEN WORLD HISTORY TEXTBOOKS FOR
HIGH SCHOOLS

	War and Conquest	Per Cent	Govern- ment	Per Cent	Liter- ature	Per Cent
GROUP I						
*1	150	31.6	188	39.6	7	1.5
2	181	27.4	265	40.2	37	5.6
3	118	29.1	158	38.9	25	6.2
4	110	21.9	197	39.3	17	3.4
Total	559	27.4	812	39.8	86	4.2
GROUP II						
5	169	33.2	176	34.6	14	2.8
6	124	24.4	124	24.4	18	3.5
7	235	38.5	224	36.7	3	0.5
Total	528	32.5	524	32.2	35	2.2
GROUP III						
8	106	19.4	115	21.1	12	2.2
9	173	31.2	197	35.5	15	2.7
10	132	23.6	232	41.4	11	2.0
11	118	25.3	131	28.1	11	2.4
Total	529	24.9	675	31.7	49	2.3

*For names of textbooks corresponding to these numbers, see Appendix A.

TABLE VI-B

CLASSIFICATION OF SUBJECT-MATTER IN THE BODY OF
ELEVEN WORLD HISTORY TEXTBOOKS FOR
HIGH SCHOOLS

	Art	Per Cent	Science and Invention	Per Cent	Educ- ation	Per Cent	Religion	Per Cent
GROUP I								
*1	8	1.7	0	0	8	1.7	47	9.9
2	24	3.6	7	1.1	45	6.8	56	8.5
3	20	4.9	7	1.7	21	5.2	26	6.4
4	17	3.4	17	3.4	53	10.6	34	6.7
Total	69	3.4	31	1.5	126	6.2	162	7.9
GROUP II								
5	8	1.6	13	2.6	10	2.0	30	5.9
6	20	3.9	16	3.2	34	6.7	64	12.6
7	4	.7	18	3.0	26	4.3	34	5.6
Total	32	2.0	47	2.9	70	4.3	128	7.9
GROUP III								
8	20	3.7	39	7.1	59	10.8	53	9.7
9	10	1.8	35	6.3	21	3.8	28	5.0
10	10	1.8	36	6.4	18	3.2	18	3.2
11	20	4.3	40	8.6	25	5.4	37	7.9
Total	60	2.8	150	7.1	123	5.8	136	6.4

*For names of textbooks corresponding to these numbers see Appendix A.

TABLE VI-C

CLASSIFICATION OF SUBJECT-MATTER IN THE BODY OF
ELEVEN WORLD HISTORY TEXTBOOKS FOR
HIGH SCHOOLS

	Commerce and Industry	Per Cent	Exploration and Discovery	Per Cent	Peace and Inter- nation- alism	Per Cent
GROUP I						
*1	8	1.7	47	9.9	10	2.1
2	7	1.1	18	2.7	12	1.8
3	3	0.7	25	6.2	3	0.7
4	15	3.0	15	3.0	5	1.0
Total	33	1.6	107	5.2	30	1.5
GROUP II						
5	33	4.3	52	10.2	15	2.9
6	31	6.1	73	14.2	4	0.8
7	24	3.9	38	6.2	4	0.7
Total	77	4.7	163	10.0	23	1.4
GROUP III						
8	28	5.1	46	8.4	32	5.9
9	11	2.0	30	5.4	24	4.3
10	40	7.1	30	5.4	33	5.9
11	22	4.7	39	8.4	20	4.3
Total	101	4.7	145	6.8	109	5.1

*For names of textbooks corresponding to these numbers, see Appendix A.

See

TABLE VI-D

CLASSIFICATION OF SUBJECT-MATTER IN THE BODY OF
ELEVEN WORLD HISTORY TEXTBOOKS FOR
HIGH SCHOOLS

	History's Relation To You	Per Cent	Biography	Per Cent	Total Pages of Print
GROUP I					
*1					475
2			7	1.1	659
3					406
4			21	4.2	501
Total			28	1.4	2041
GROUP II					
5					509
6					508
7					610
Total					1627
GROUP III					
8	23	4.2	13	2.4	546
9			11	2.0	555
10					560
11	3	0.6			466
Total	26	1.2	24	1.1	2127

*

For names of textbooks corresponding to these numbers,
see Appendix A.

material into the following classifications: (1) War and Conquest, (2) Government, (3) Literature, (4) Art and Paintings, (5) Science and Inventions, (6) Education, (7) Religion, (8) Commerce and Transportation, (9) Exploration and Discovery, (10) Peace and Internationalism, (11) History's Relation to You, and (12) Biography.

In a study of this kind it is probably necessary to delimit each of these headings. The author will briefly explain each so that the reader may know just what is included in each of the several headings.

Under the heading war and conquest the author included causes of wars, rivalry leading to war, accounts of land and sea battles, campaigns and expeditions of armies, descriptions of battles, and results of wars.

The heading Government contains material dealing with the organization of the government, the powers and the duties of the various branches, political situations, accounts of the government of monarchs, dictators or sovereigns, and changes in government.

Literature is used in the usual sense.

The printed material under Art includes discussions of the art of the peoples, carvings, sculpture, accounts of their architecture, drawings and paintings.

The heading Science and Inventions is easy to define and

the material can easily be separated as it is not so interwoven with the material included in other classifications. It comprises any scientific knowledge possessed by the peoples or inventions made by the peoples discussed in the selected books.

Schools, methods of teaching, standards of instruction, and teachers, comprise the material for the sixth heading, education. It also is easily separated in a distinct class.

Under the heading Religion is included accounts of the various religious beliefs of peoples, their gods, religious writings, leaders of these religions, and their beliefs in immortality.

Commerce and Transportation are naturally linked together and must be considered in this study as a unit. This unit comprises roads, canals, methods of transportation on land and sea, means of conveyance used by various peoples, commodities exchanged, routes of trade and commercial relations between nations.

Exploration and discovery are also treated as one unit. This unit covers voyages of discovery, expeditions of explorers, and the beginnings of the building of colonial empires.

Under the heading Peace and Internationalism is included terms of treaties, efforts to bring about peace between warring nations, unions and other compacts to insure peace among nations.

The heading History's Relation to You is a minor classi-

fication found only in two books. It was placed under a separate heading because it could not be classified conveniently with any other division.

The last unit, Biography, includes biographical studies or accounts of leading men and women found in certain books of the selected group.

3. Analysis and Results. All textbooks investigated contained a high percentage of material devoted to war and conquest. The proportion of space devoted to this unit ranged from 19.4 per cent to 38.5 per cent. The greatest percentage was found in Group II in the book by West¹¹, while the lowest was contained in the book by Pahlow¹². The average per cent for Group I was 27.4 per cent, the average for Group II was 32.5 per cent and the average for Group III was 24.9 per cent.

The amount of space given to Government in all books varied from 41.4 per cent to 21.1 per cent. This unit contained the greatest number of pages in all of the eleven books analyzed. The average for Group I was 39.8 per cent, for Group II 32.2 per cent, and for Group III 31.7 per cent. The variation among books of the same group was wide, only in Group III, ranging from 21.1 per cent for book number eight to 41.4 per cent for book 10.

¹¹

Willis Mason West, Modern Progress. Boston: Allyn and Bacon, 1923.

¹²

Op. cit.

The proportion of space devoted to literature varied from 0.5 per cent to 6.2 per cent. The book by West¹³ was decidedly scant in this field. The average per cent was 4.2 for Group I, 2.2 for Group II and 2.3 for Group III. The range in Group III was very slight, varying only a few tenths of a per cent while that of Group I varied widely, namely, from 1.5 per cent to 6.2 per cent.

The percentage of printed contents devoted to art declined during the transitional period and increased again with the later publications. The number of pages devoted to this phase also declined during the transitional period and increased with the later publications. The range per book was from 0.7 per cent to 4.9 per cent. The average for each group in chronological order was 3.4 per cent, 2.0 per cent, and 2;8 per cent. It is interesting to note that the book by West is again decidedly scant in this field.

Science and Invention has been given a greater amount of space in the later publications. The average percentage given to science and invention for Group I was 1.5 per cent, for Group II was 2.9 per cent, and for Group III was 7.1 per cent. The proportionate amount of space given to this unit was nearly five times as great in Group III as in Group I.

The emphasis placed on education has remained rather con-

¹³ Willis Mason West, Op. cit.

stant although the results of this study show a slight decrease in the recent publications. This study shows an average of 6.2 per cent in Group I, 4.3 per cent in Group II, and 5.8 per cent in Group III devoted to education. Book 4 in Group I and book 8 in Group III are outstanding with 10.6 and 10.8 per cent respectively.

The proportionate amount of space given to religion varies from 3.2 per cent to 12.6 per cent. The average for Group I and II is exactly the same, being 7.9 per cent while that of Group III is slightly lower--6.4 per cent. Webster¹⁴ writes rather in detail on religion, while Morris and Schapiro¹⁵ treats this field rather lightly.

The proportionate amount of space given to Commerce and Industry varied from 0.7 per cent to 7.1 per cent. The proportionate amount of space given to commerce and industry for Group I was 1.6 per cent, for Group II and III was 4.7 per cent each. The average number of pages devoted to commerce and industry in textbooks in Groups II and III was three times as great as the average number of pages devoted to this phase in textbooks in Group I.

The percentage of space given to exploration and discovery varied from 3.0 per cent in Group I to 14.2 per cent in Group

¹⁴ Op. cit.

¹⁵ Op. cit.

II. The average percentage for Group I was 5.2, the average for Group II was 10.0 per cent, and for Group III, 6.8 per cent. Hutton Webster gave a far greater number of pages of content to a discussion of exploration and discovery than any of the other authors.

The proportionate amount of space given to Peace and Internationalism by the authors of the selected books varied from 0.7 per cent to 5.9 per cent. The average percentage for textbooks in Groups I and II was nearly the same, being 1.5 per cent and 1.4 per cent respectively, while that of textbooks in Group III was 5.1 per cent. A substantial increase was seen in textbooks of recent publications. The variation in the amount of space given to peace and internationalism among textbooks in Group III is slight. The percentage devoted to this phase is the same for books 9 and 11, and 8 and 10.

The unit, History's Relation to you, is found only in two of the recent publications. Pahlow's¹⁶ gives twenty-three pages to this unit, while Wrench¹⁷ gives three pages. The percentage of the total space given to this unit by Pahlow is 4.2 and that by Wrench is 0.6 per cent.

Only two of the older textbooks and two of the recent ones devote space to Biography. In Group I, book 2, gives 7 pages of biography, or a percentage of 1.1 of the total pages

¹⁶ Op. cit.

¹⁷ Op. cit.

and book 4 gives twenty-one pages or a percentage of 4.2 of the total pages of print. In Group II, book 8 gives thirteen pages to biography, or a percentage of 2.4 of the total pages and book 9 gives eleven pages, or a percentage of 2.0 per cent of the total pages printed.

4. Conclusions. The amount of space proportioned to War and Conquest increased slightly during the transitional period; nevertheless, it decreased considerably in the recent textbooks. In making a comparison of this kind, the fact should be taken into consideration that several wars have been fought throughout the world since the textbook belonging to the first group were published.

The authors of the recent textbooks would have to give some account of these wars in their books, thus making more material. In this fact one finds the inference that the emphasis on war and conquest is considerably less in the newer textbooks. This conforms to the ideas of modern historians and educators. Wars, campaigns and battles should not be detailed but stressed only from the standpoint of their significance on the civilization of the world.

The major portion of each of the eleven selected textbooks was devoted to government. Although there was some decrease from the older to the transitional group and from this group to the newer publications, the decrease was not considerable.

World history must always contain accounts of dynasties, rivalries, development of national states, rise of dictators and new conceptions of democracy. These produce changes in the political structure which must be treated by the writers. In 1874 unified Germany, unified Italy, and the Third French Republic were very new. History since this date had to contain accounts of these political states and post-war states. This accounts for the number of pages devoted to this phase. Political science, which is interwoven with a study of history, is an integral part of it, and therefore, will constitute a major portion of this subject.

Results of this study indicate that emphasis on literature by the recent textbooks has actually decreased. Since cultural achievement is more uplifting than political, military, or economic incidents, more material relating to this field should be placed in the new textbooks. Also since literature reflects the history of the race, historical novels should be listed in the bibliographies of the textbooks.

Printed subject-matter devoted to art has not increased in history textbooks since the earlier writers. In Part E on illustrations, in this book, however, the writer showed the great increase in art illustrations used by recent textbook writers. "Art is essential to life; that without it we cannot conceive of human betterment."¹⁸ Undoubtedly, it has a direct

¹⁸ Charles H. Caffin, Art for Life's Sake. Prang Educational Company, New York: 1927. P. 32

bearing on the lives of people. Since history is becoming more of a study of social and cultural achievement, other less important fields should be supplanted by more printed material on art.

Science and Invention is given almost five times as much printed space in recent textbooks. The application of science to industry has resulted in vast increases in wealth, and medicine and hygiene have resulted in the prolongation of life. Increased machinery brought about industrial development amounting to a revolution, increased wealth, a new social order, expansion of population lead to encroachments, and encroachments lead to war. Because of the tremendous amount of scientific knowledge recently acquired and the numerous inventions perfected, history has been supplemented with this additional material.

The amount of space devoted to education has not increased in the recent textbooks. In fact, it has slightly decreased. Modern authors have failed to stress education as much as they should. It is education which changes the social organization. It is education which produces revolutionary movements that destroy existing political organizations. It is education which changes the world. Modern world history textbook writers should therefore add more material on education to aid the student to interpret changing social and political orders.

The stress on religion if measured by the percentage of pages of printed textbook material remained the same during the transitional period, while it decreased slightly during the recent period. This may be due to the fact that detailed accounts of ancient gods and religions are supplanted by modern history textbook writers by other material. The author of this study has not attempted to analyze the printed materials on religion on a qualitative basis, but knows by reading the books that printed materials on this unit rank higher in the newer textbooks than in the older ones.

The emphasis on commerce and transportation has been increased greatly in the newer textbooks. Land and sea routes have changed, many others have been added and means of communication, commerce and transportation have brought about closer contacts among the nations. Steam, electricity, automobiles, airplanes, telephones and radios have reduced the size of the earth. More space is required in textbooks to make clear the effect of this change on world history.

Exploration and discovery has received added space in textbooks of both Group II and Group III. The explanation is that recent authors place greater emphasis on cause and effect, and therefore, discuss exploration and discovery to a greater extent to show its influence on later history.

The page analysis of these texts revealed a great increase

in the percentage of pages given to peace and internationalism. This is a commendable feature. History is a valuable medium for demonstrating the futility of war and the blessings of peace¹⁹. As before mentioned in this study, means of communication and transportation have brought nations of the world in very close contact. No nation can remain isolated from other nations. All must unite to solve the difficulties by peaceful methods. Hence we have all the machinery to bring about peaceful conditions. This must be explained by writers of modern history textbooks. This also accounts for the increase in the number of pages devoted to this unit.

The unit, History's Relation to You, is a device mainly used by Pahlow to make history more real and its teachings meaningful and effective. It includes the first chapter which is only a small percentage of the whole book.

The last unit, Biography, is also a minor unit. It is used only in Groups I and III and takes up only a small percentage of the printed material. It comprises short biographical sketches of important personages.

¹⁹ Rolla M. Tryon, The Social Studies as School Subjects. New York: Charles Scribner's Sons, 1935. P. 93.

TABLE VII-A

SUMMARIZATION OF RESULTS FOUND IN PREVIOUS
TABLES

	Percentage of Pages of Pre- face, Table of Contents, etc. to Total Num- ber of Pages in Books	Average Num- ber of Pages of Preface, Table of Contents, etc. per Book	Average Number of Teaching Aids per Book	Percentage of Pages of Teaching Aids to Number of Pages in Books
Group I	6.2	39	26	4.1
Group II	5.3	42	34	4.3
Group III	4.1	35	85	9.7

TABLE VII-B

SUMMARIZATION OF RESULTS FOUND IN PREVIOUS
TABLES

	Percentage of Pages of Maps to Total Num- ber of Pages in Books	Average Number of Pages of Maps per Book	Percentage of Pages of illus- trations to Total Number of Pages in Books
Group I	3.8	24	9.0
Group II	6.8	54	15.2
Group III	5.9	52	19.3

TABLE VII-C

SUMMARIZATION OF RESULTS FOUND IN PREVIOUS
TABLES

	Average num- ber of Pages of Illus- trations per Book	Percentage of Pages of Printed Mater- ial to total Number of Pages in Books	Average Number of Pages of Printed Material Per Book	Average Number of Pages per Book
Group I	57	77.0	489	635
Group II	121	68.4	542	793
Group III	171	61.0	532	875

TABLE VIII-A

SUMMARY OF PERCENTAGE OF VARIOUS PHASES OF PRINTED
MATERIAL TO TOTAL NUMBER OF PAGES
IN BOOKS

	Percentage Devoted to War and Conquest	Percentage Devoted to Government	Percentage Devoted to Literature	Percentage Devoted to Art
Group I	27.4	39.8	4.2	3.4
Group II	32.5	32.2	2.2	2.0
Group III	24.9	31.7	2.3	2.8

TABLE VIII-B

SUMMARY OF PERCENTAGE OF VARIOUS PHASES OF PRINTED
MATERIAL TO TOTAL NUMBER OF PAGES
IN BOOKS

	Percentage Devoted to Science & Invention	Percentage Devoted to Education	Percentage Devoted to Religion	Percentage Devoted to Commerce & Industry
Group I	1.5	6.2	7.9	1.6
Group II	2.9	4.3	7.9	4.7
Group III	7.1	5.8	6.4	4.7

TABLE VIII-C

SUMMARY OF PERCENTAGE OF VARIOUS PHASES OF PRINTED
MATERIAL TO TOTAL NUMBER OF PAGES
IN BOOKS

	Percentage Devoted to Exploration & Discovery	Percentage Devoted to Peace and Internation- alism	Percentage Devoted to History's Relation to You	Percentage Devoted to Biography
Group I	5.2	1.5	0	1.4
Group II	10.0	1.4	0	0
Group III	6.8	5.1	1.2	1.1

III. SUMMARY AND CONCLUSIONS

A. Shortcomings and further Work to be Done

This thesis is mainly a quantitative analysis. However, in the classifications of maps and illustrations on basis of kind, and in the classification of subject-matter, the field of judgment analysis has been penetrated. The author admits that qualitative features are great factors in determining the worth of a textbook. Scoring world history textbooks on a qualitative analysis basis, including such features listed by Florence D. Fuller²⁰ as: (1) organization, (2) logic of development, (3) style of presentation, (4) underlying psychology, (5) ability differences and appeal to interest, would make an interesting piece of work.

The author further admits that in making the various classifications subjective judgment has been used. In a separation of the printed text material in the various classes, difficulty was again encountered as the thought in certain paragraphs was interwoven and hard to classify. Nevertheless the author is of the opinion that his subjective judgment did not vary in making the analysis of all the books.

20

Florence D. Fuller, Scientific Evaluation of Textbooks. Boston: Houghton Mifflin & Company, 1928. P. 8

B. Final Conclusions

The results of this study definitely prove that recent textbooks are including more teaching aids, references and bibliographies, suggested projects, and helps to teacher and pupil. This indicates the improvements of methods in academic instruction. It would probably be better if textbooks could be the result of the labor of educationists and historians rather than of historians or educationists only.

Maps and illustrations also increased greatly in number and quality in recent publications. The increase in the number of maps showing social, religious, and economic conditions should still be greater.

This study proves that more socialized material has been used in recent world history textbooks. "History must include within its scope the development of culture and civilization in all its aspects, the growth of ideas, the accumulation of tradition, the rise of advance of natural sciences, the history of aesthetic achievement, the development of the various forms of economic, social and political groupings and institutions"²¹. The analysis of the maps, illustrations and printed material made by the author proves that recent books on the whole are included in these various aspects. They have, however, been deficient in some of these aspects. The author suggests that textbooks in world history should be written in a scientific manner just as other material things are con-

structed according to exact measurements. The exact amount of emphasis for the various phases should be determined by the writer of the textbook. After this is done, the number of pages of maps, illustrations and printed material dealing with these various phases should be in accordance with the amount of pre-determined emphasis for each phase.

21

Dolla G. Fancier and Claude C. Crawford, Teaching the Social Studies. Los Angeles: University of California, 1932.

IV. APPENDIX

A. List of Books

Group I

1. Colby, Frank M., Outlines of General History. New York: American Book Company, 1900.
2. Myers, P. N., General History. Boston: Ginn & Company, 1889.
3. Steele, E. K. and Steele, E. B., Barnes' General History. New York: A. S. Barnes & Company, 1883.
4. Swinton, William, Outlines of the World's History. New York: American Book Company, 1874.

Group II

5. Elson, Henry W., Modern Times and the Living Past. New York: American Book Company, 1917.
6. Webster, Hutton, Early European History. New York: D. C. Heath & Company, 1917.
7. West, Willis Mason, Modern Progress. Boston: Allyn & Bacon, 1923.

Group III

8. Pahlow, Edwin W., Man's Great Adventure. Boston: Ginn &

Company, 1932

9. Perkins, Clarence, A History of European People. New York: Rand, McNally & Company, 1927.
10. Shapiro, J. Salwyn and Morris, Richard B., Civilization in Europe. Boston: Houghton Mifflin & Company, 1933.
11. Wrench, Jesse E., The March of Civilization. New York: Charles Scribner's Sons, 1931.

B. Bibliography

- Ahl, Francis N. "Objectives and Methods in History."
Historical Outlook, XIII (June, 1922, Pp. 211-215.)
- Beck, H. P. "Changing Aims and Values of Teaching the Social Studies." Historical Outlook, XXI (December, 1930),
Pp. 339-65.
- Caffin, Charles H. Art For Life's Sake. Prang Educational Company. New York, 1927 Pp. 1-67.
- Clarke, Kate Upson. Teaching the Child Patriotism. Boston: The Page Company. 1918, Pp. 175.
- Coe, George A. Educating for Citizenship: New York, Charles Scribner's Sons, 1932. Chapter IX. Pp. 155-176.
- Cross, Arthur L. "History in the School Curriculum", American Historical Review, XXIX, (Oct., 1923). Pp. 73-74.
- Dawson, Edgar, and Others, Teaching the Social Studies: New York, Macmillan Company, 1928. Pp. 405.
- Dudley, M. S. An Evaluation of Junior High School American History Textbooks and the Preparation of a List of Textbooks to be Used in that Line. Contributions to the Graduate School. Indiana State Teachers College, Number 106.
Moore-Langen Printing Co., Terre Haute, Indiana. 1932.
- Fancier, Della Goode, and Crawford, Claude C. Teaching the Social Studies: Los Angeles, California, C. C. Crawford. 1932. P. 369.

Fuller, Florence D. Scientific Evaluation of Textbooks:

Boston-New York. Houghton Mifflin Co. 1928 P. 89.

Gates, Arthur I. "The Psychological vs The Chronological Order in the Teaching of History," Historical Outlook, XI (June, 1927), Pp. 227-230.

Happold, F. Crossfield, The Approach to History: London, Christophers, 1931, P. 102.

Harris, H. L. The Teaching of History in Secondary Schools.

Sydney, Australia. Angus and Robertson, Ltd. 1930, Pp. 84-87.

Jackson, Henry E. Great Pictures as Moral Teachers: Philadelphia, The John C. Winston Company, 1910. P. 297.

Klapper, Paul, Principles of Educational Practice: New York, D. Appleton & Company. 1912.

Klar, Walter H. and Dillaway, Theodore M. The Appreciation of Pictures: New York. Brown-Robertson Company, Inc. 1930, P. 117.

Kimmell, W. G. "Trends in the Teaching of History," Historical Outlook, XX, (February, 1929) Pp. 180-187.

Lewis, W. D. "History as a Preparation for Citizenship," Historical Outlook, XIII, (October, 1922) Pp. 247-278.

- Maxwell, C. R. The Selection of Textbooks. Boston: Houghton-Mifflin Co., 1921, p. 68.
- Pierce, Bessie Louise. Public Opinion and the Teaching of History in United States: New York: Alfred A. Knopf, 1926. Pp. 380-1.
- Tryon, Rolla M. The Teaching of History in Junior and Senior High Schools. Chicago. Ginn & Company, 1921. Chapters II, IX, X, XI, and XII.
- Tryon, Rolla M. The Social Sciences as School Subjects. New York: Charles Scribner's Sons, 1935. P. 93.
- Vincent, John Martin. Aids to Historical Research: New York: D. Appleton-Century Company, 1934. P. 173.
- Wilson, Howard E. The Fusion of Social Studies in the Junior High Schools. Boston: The Cambridge University Press, 1933. Chapter VII.

RECEIVED
MAY 19 1934